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## Impact on learners: English in Action (Bangladesh)

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#### How to cite:

Burton, Sonia and Perez-Gore, Isabelle (2015). Impact on learners: English in Action (Bangladesh). In: Nepal English Language Teachers Association (NELTA) 20th International Conference, 17-19 Feb 2015, Kathmandu, Nepal.

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# Impact on learners: English in Action (Bangladesh)

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The Open University

Presented at the 20<sup>th</sup>  
International conference of  
NELTA

17<sup>th</sup> to 19<sup>th</sup> February 2015  
Kathmandu, Nepal



# ENGLISH ACTION



Large English  
language teaching  
& learning project  
in Bangladesh

Supporting  
Government  
teachers to  
improve practice

2008 ⇨ 2017

Across the  
country; 12,500  
teachers so far

By 2017: 51,000  
teachers; 7.2m  
students



# ENGLISH ACTION

# English in Action (EIA) school-based teacher development

**Teachers change classroom techniques**



Teachers and students use more English



Classroom changes



Student learning outcomes  
change (communicate in English  
better)





# Who are the learners?





# Who are the learners?

# Impact on learners: What kind of impact?

## **Impact 1**

Teachers' teaching  
more active;  
students' learning  
more active

## **Impact 2**

More teacher  
and student talk  
in English in class

## **Impact 3**

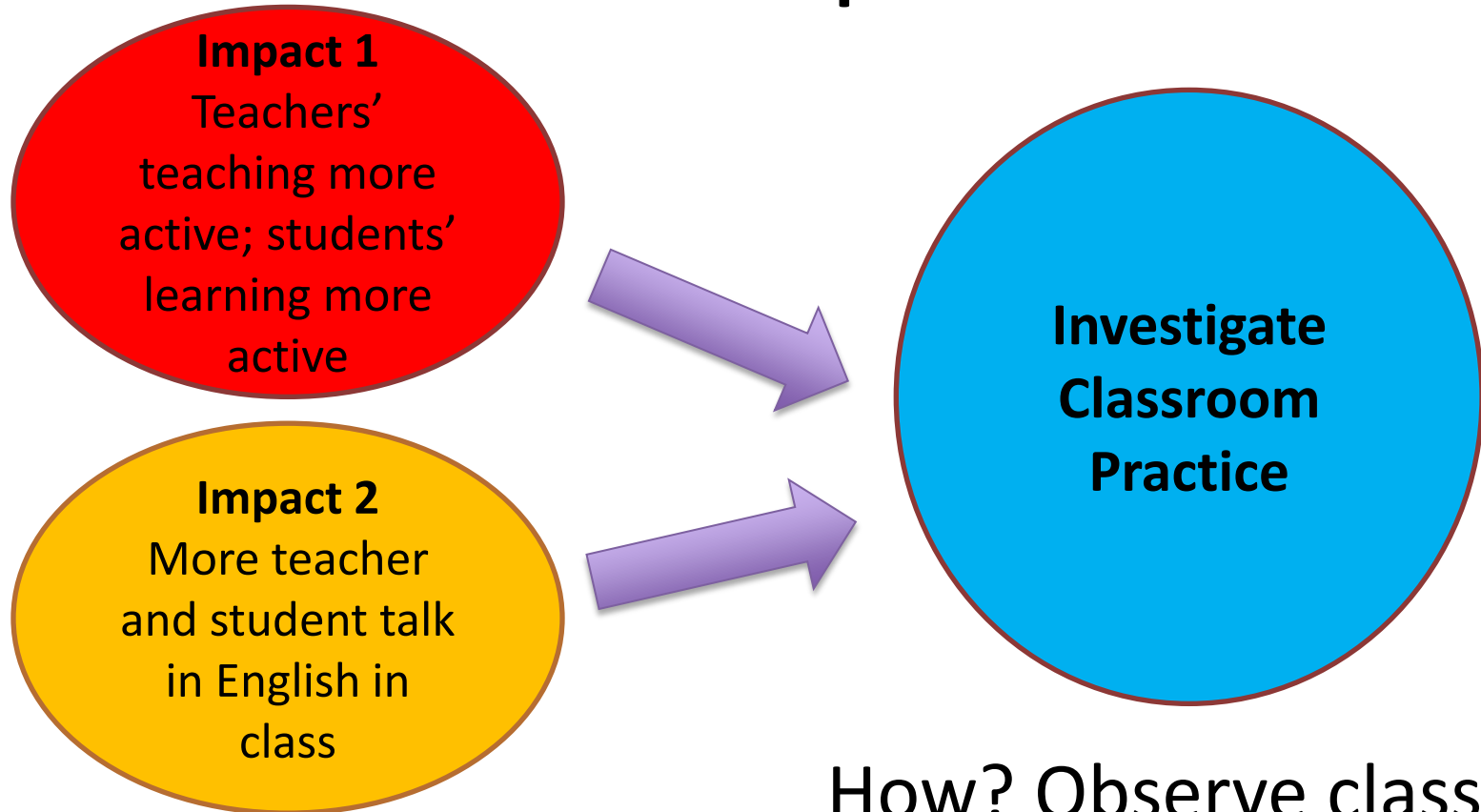
Positive teacher  
and student  
attitudes to EIA  
and learning  
English

## **Impact 4**

Students can  
communicate  
better in English

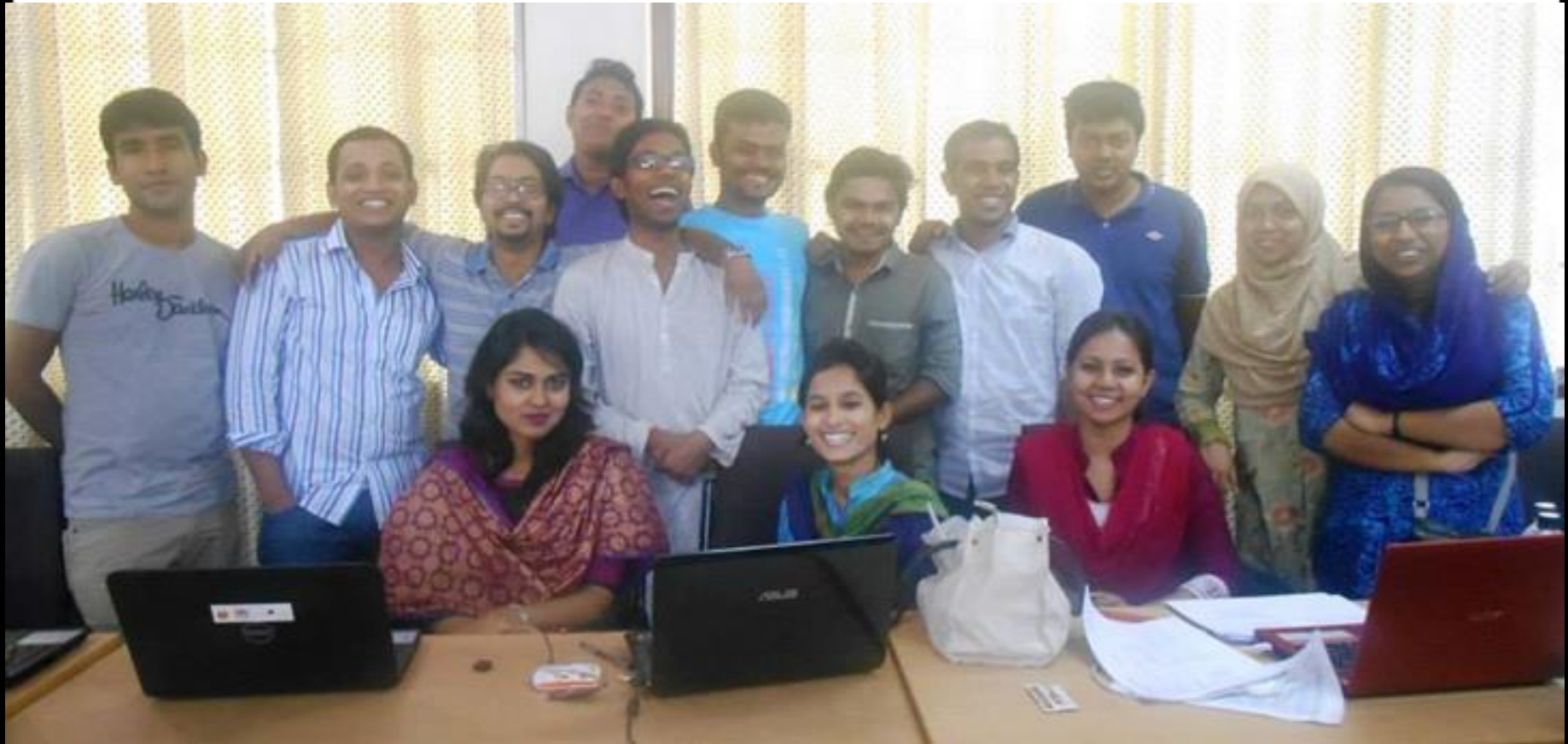


# Area 1: How do we find out if there is impact on teacher and student practice?



How? Observe classes of EIA teachers

Researchers from the Institute of Education & Research (IER), University of Dhaka, carry out the observations

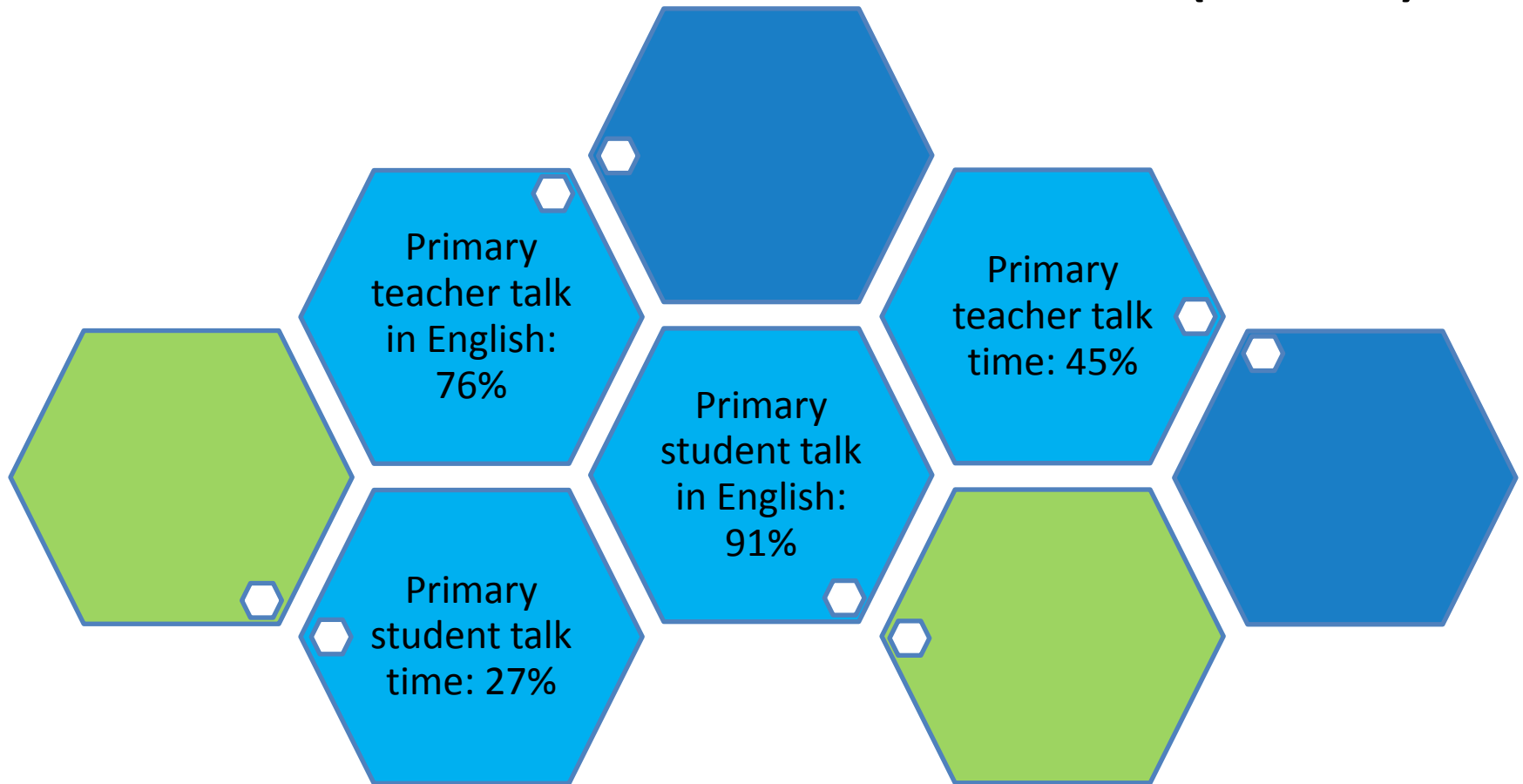




# Classroom observation record

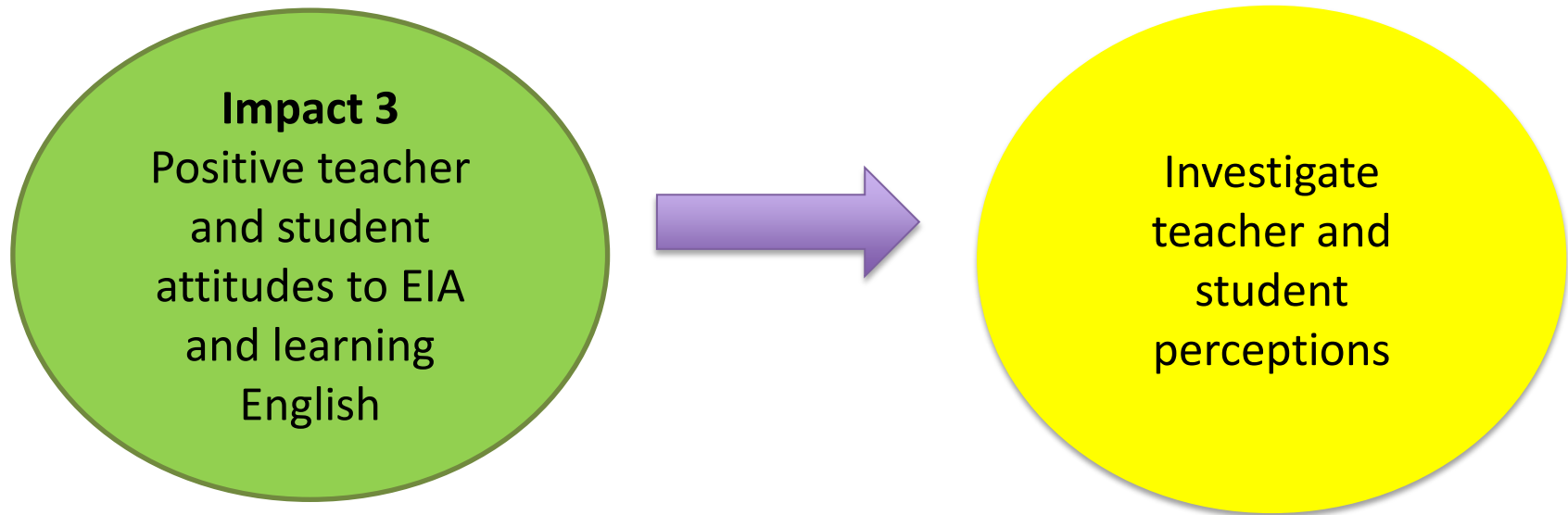
	Insert the letter E or B once per row in these columns, if appropriate											Enter P, C or OM	Enter other activity (if appropriate)
Time	The <b>teacher</b> is speaking. They are:				The <b>student(s)</b> are speaking.				Students are:				
minute	Presenting	Organizing	Asking questions	Giving feedback	On their own (single)	In pairs	In groups	Chorusing	Reading	Writing	Listening to audio	Visual materials being used	Other activity
1													
2													
3													
4													
5													
6													
7													

# Classroom observation results (2013)





## Area 2: How do we know what teachers and students think about EIA & learning English?



How?

- Questionnaire for teachers & secondary students
- Structured interview for primary students

Researchers from IER researchers, University of Dhaka, administer the questionnaire & interviews



# Example: Perceptions questionnaire – secondary students (2013)

Name of teacher:

## Student information

Name of student:

Gender (circle one): Male / Female    Age (circle one): 10-11 12-13 14-15 16-17 18-19

Class:

Note, by completing this questionnaire you are giving your consent to take part in the study.

## Introduction

In this questionnaire, we would like to find out what you think about learning English. Think carefully about each statement below and circle the number that best represents your view:

1 (strongly disagree) - 2 (disagree) - 3 (neutral) - 4 (agree) - 5 (strongly agree)

## Questions

### English in my class

1. My English teacher mainly explains grammar rules and we learn them by heart.

Strongly disagree    1    2    3    4    5    Strongly agree

2. My English teacher often asks us to repeat sentences after him/her.

Strongly disagree    1    2    3    4    5    Strongly agree

3. My teacher usually speaks Bangla in our English lessons.

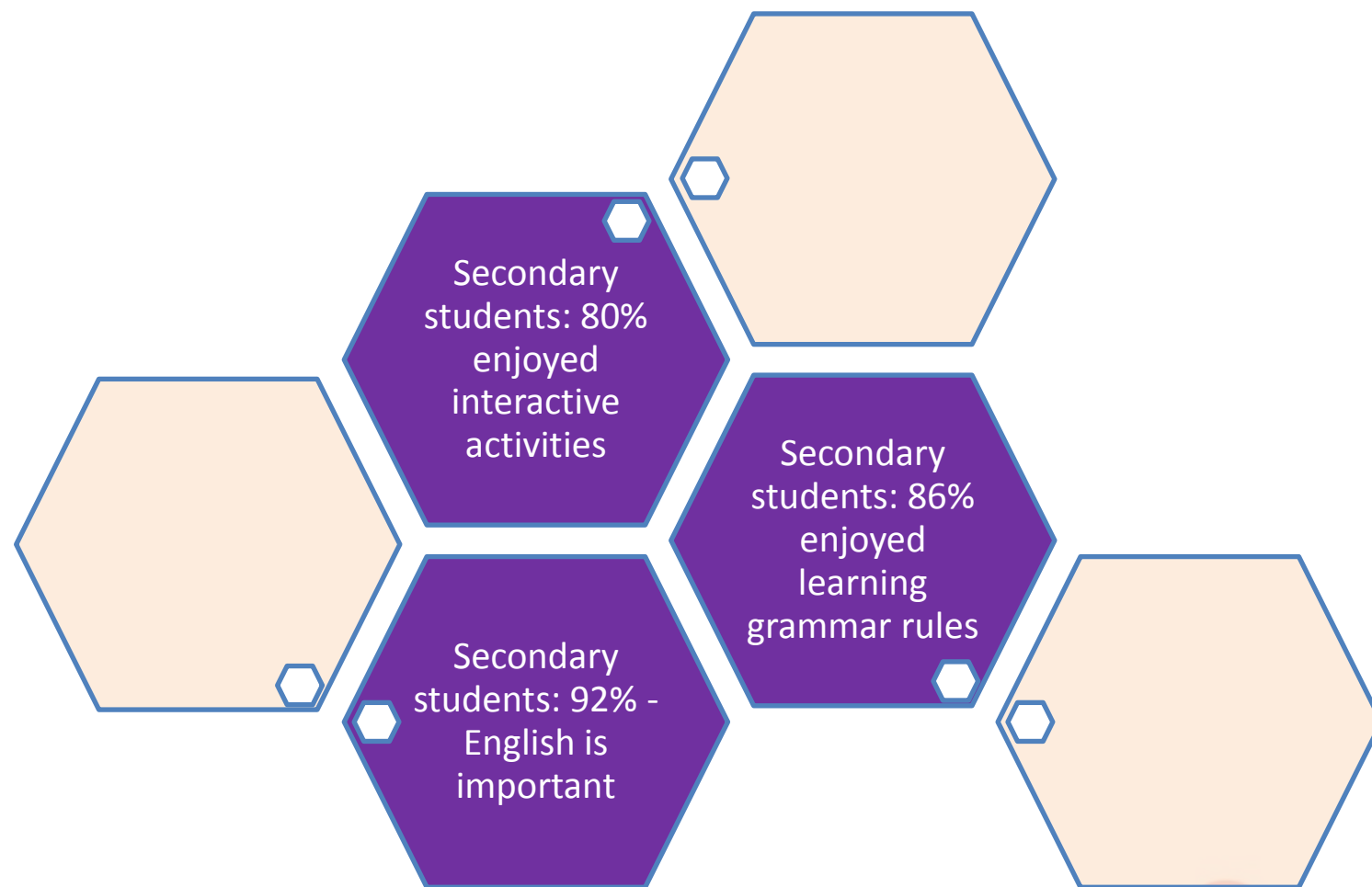
Strongly disagree    1    2    3    4    5    Strongly agree

Translated into  
Bangla!

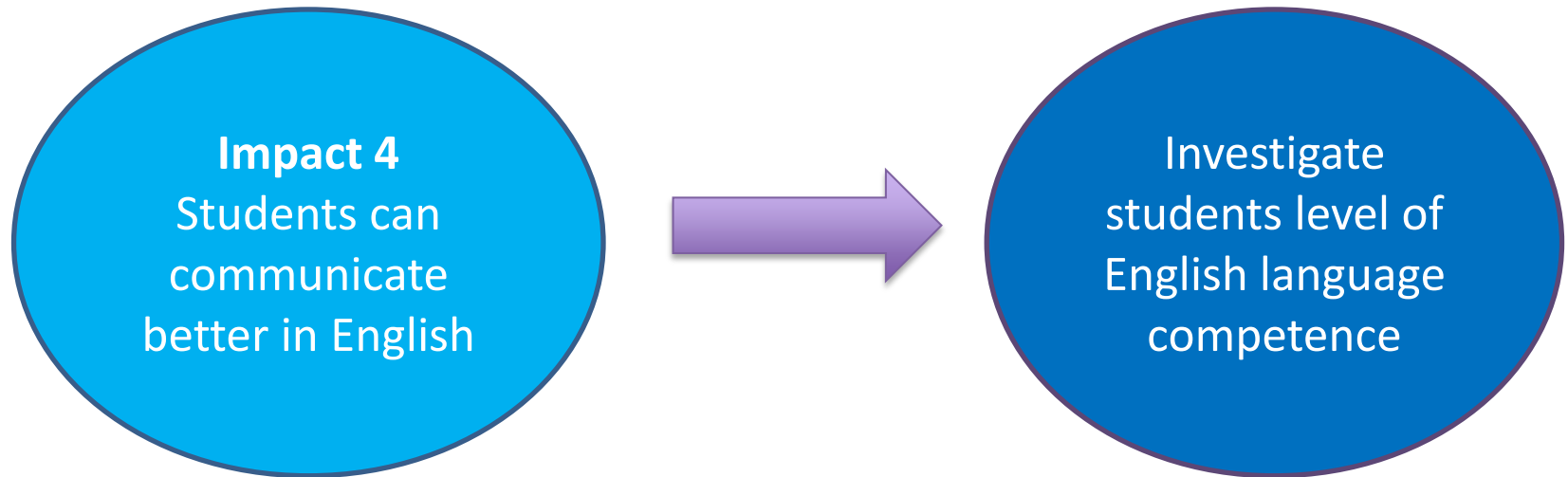


IN ACTION

# Perceptions results (2013)



## Area 3: How do we know if students' speaking and listening in English improves?



How? English language assessments by experts  
(Trinity College)



# Student assessment record (2013)

Assessor name: ..... Date: .....

School name: ..... School ID#: .....

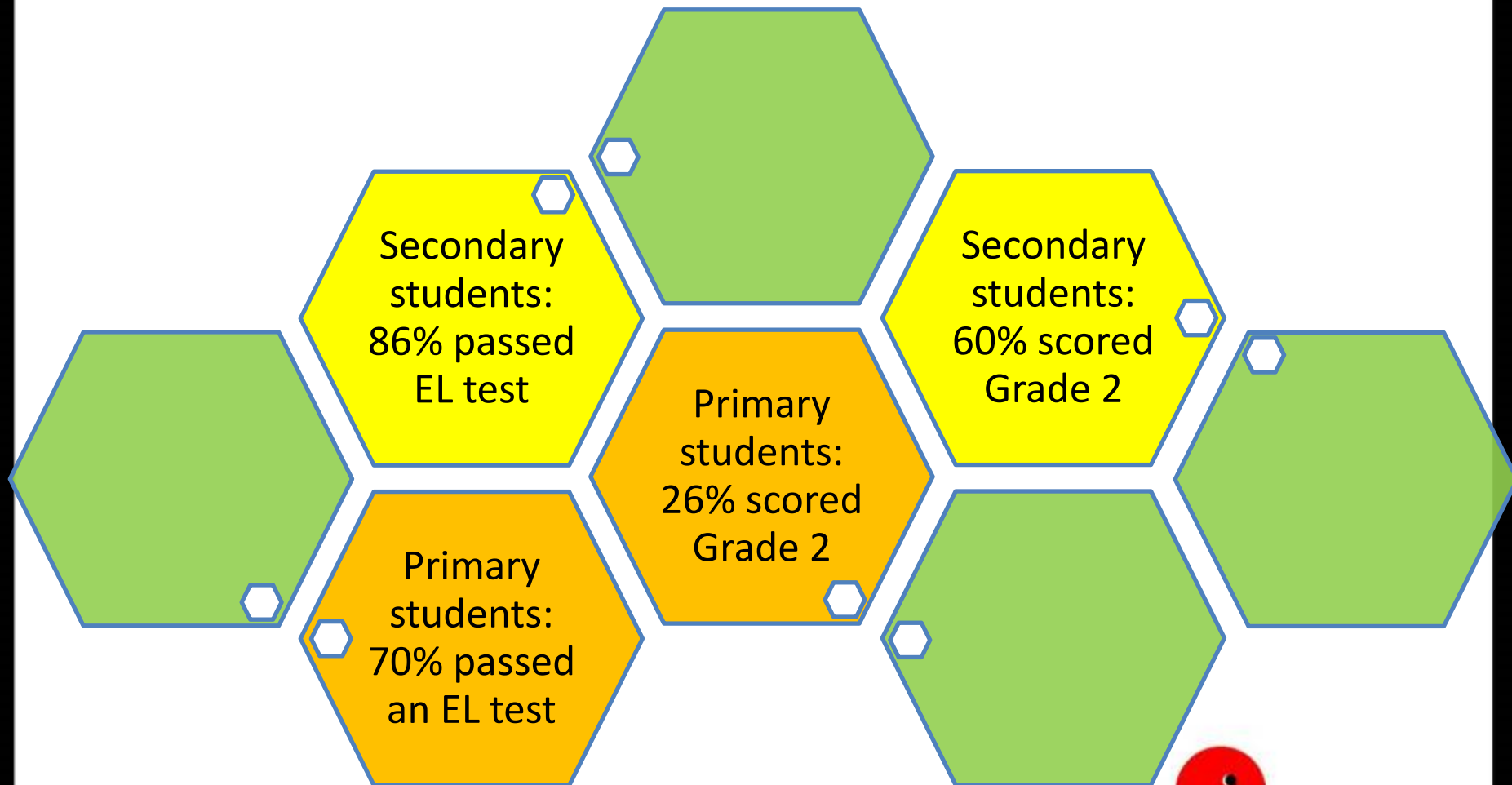
Type of school: primary / secondary

Upazila/Thana: ..... Division: .....

Teacher name: ..... Teacher ID#: .....

	Student name	Age	Gender (m/f)	School class	GESE Grade (0 (Fail) -12)
1					
2					
3					
4					
5					
6					
7					
8					
9					

# Student EL competence: results



# EIA research & evaluation

- Large-scale studies, across Bangladesh

Classroom  
practice 2013:  
401 classrooms

Perceptions  
2013: 535  
teachers; 376 Pri  
students; 457  
Secstudents

Student English  
language  
competence  
(2013): 884  
students

- One study before the intervention (baseline); one at end of a cohort (endline) ; look at the difference!
- Why?
  - Find out what is happening in schools
  - For project management ⇒ Implementation
  - For project funder & Government

# EIA: holistic research & evaluation

**Area 1**  
Classroom  
practice

**Area 3**  
Student EL  
competence

**Area 2**  
Teacher &  
student  
perceptions

In-depth,  
small studies

Tracking  
teachers  
(numbers  
participating)

Ongoing  
monitoring  
of project  
activities

# References

English in Action (2014) *Classroom Practices of Primary and Secondary Teachers participating in English in Action: Second Cohort 2 (2013)*. Dhaka, Bangladesh : English in Action.

English in Action (2014) *Perceptions of English language learning and teachers among primary and secondary teachers and students participating in English in Action: Second Cohort 2 (2013)*. Dhaka, Bangladesh: English in Action.

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All reports available at: <http://www.eiabd.com/eia/index.php/2012-10-11-09-41-47/research-publication/research-report/upscaling-phase>





ENGLISH *in* ACTION

*Changing Learning. Changing Lives*

[www.eiabd.com](http://www.eiabd.com)

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